
Colorado Northwestern Community College

Classified Employees Pay for Performance Program

PLAN OVERVIEW

The purpose of this program is to promote excellence in state government and to better serve the citizens of this State. The components of this program are performance management, performance-based pay, and dispute resolution. Performance management links the CNCC mission, vision, values, and goals to employee objectives while performance-based pay establishes a process that links an employee's pay to their level of performance in achieving objectives. This program creates a partnership between supervisors and employees in setting goals, developing performance plans, and measuring performance results. Further, this program gives flexibility to supervisors to manage under changing conditions and circumstances and provides incentives to employees for improved performance. The program may be applied to teams in keeping with CNCC's encouragement of work teams. As this program is implemented, a cultural change will take place at CNCC to reflect the concept that performance matters.

PERFORMANCE MANAGEMENT

Supervisors will be evaluated on their performance management and evaluation of employees. Absent extraordinary circumstances, failure to timely plan and evaluate in accordance with the college's established timelines will result in a corrective action and ineligibility for a performance salary adjustment. If the individual performance plan, mid-year progress review, or final evaluation is not completed within 30 days of the corrective action, the supervisor shall be disciplinarily suspended in increments of one workweek following the pre-disciplinary meeting. If any evaluations are not completed by July 1, the supervisor may be demoted. If failure to evaluate by July 1 happens for two (2) consecutive years, supervisor shall be demoted to a non-supervisory position.

All employees shall be evaluated, in writing, at least annually based on the past year's performance. If the employee moves to a position under another appointing authority or department during a performance cycle, an interim overall evaluation shall be completed and delivered to the new appointing authority or department within 30 days of the effective date of the move.

Each step in the evaluation process will be reviewed and approved by the appropriate Vice President or Dean. The Vice President or Dean will coordinate their review of the final evaluation to ensure consistency. If the supervisor fails to complete an individual performance plan, mid-year progress review, or evaluation, the next level supervisor is responsible for its completion. Accountability for completion of the performance pay program will go from supervisor to supervisor up the chain of command to the President of the college. If a final rating is not given, the overall evaluation shall be "fully competent" until a final rating is completed.

The Human Resource office will maintain a tracking system that will ensure that all supervisors and employees complete the evaluation program in a timely manner. All performance plans, mid-year progress reviews, and final evaluations will circulate through the Human Resources

office for this purpose. Supervisors who do not complete the appropriate paperwork will be notified by memo with a copy being sent to President's Cabinet.

Timeline for Supervisors and Employees

March 15	Performance plan created
March 31	Performance plan reviewed by VP
October 15	Mid-year progress review
October 30	Mid-year employee progress reviewed by VP
February 15	Employee self-evaluation completed
March 1	Final employee evaluation completed
March 15	Final evaluations reviewed and approved by VP
March 31	Supervisor and employee finalize evaluation
April 1	New performance period begins

PERFORMANCE CYCLE

Performance Planning

The evaluation period runs from April 1 through March 31, a planning session must be scheduled between the supervisor and the employee prior to April 1. At this meeting, the employee's job priorities, continuing activities, and work goals for the upcoming year will be discussed. Based on this discussion, a performance plan for the upcoming fiscal year is to be prepared for each employee by March 15.

The work plan is written by the employee in consultation with the supervisor, which outlines the employee's work priorities, continuing work activities as outlined in the position's PDQ or job description, and strategic, measurable, and verifiable goals and objectives for the upcoming year. Employee goals should be driven by the mission and goals of the College, division, and the department where the employee works. The work plan also specifies how the employee contributes to achieving departmental and institutional goals. The work plan must be completed for each PDQ or job description an employee has.

The work plan must also be reviewed and approved by the appropriate Vice President or Dean. Plans are not final until they are approved by the Vice President or Dean. Copies of plans should all be routed through the Human Resources Office for tracking purposes. HR will forward plans to the appropriate Vice President or Dean for review and approval. The Vice President or Dean will return the plans to the Human Resources Office who will then return them to the appropriate supervisor. A copy of the plan must be retained by the supervisor and the employee.

Supervisors shall evaluate each core competency, job duty, and goal using the following rating levels:

- ❖ *Needs Improvement* – This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

Marginal performance requires substantial monitoring to achieve consistent completion of work, and requires more constant, close supervision. Though these employees do not meet expectations, they may be progressing satisfactorily toward a Fully Competent rating and need to demonstrate improvement in order to satisfy the core expectations of the position.

- ❖ *Fully Competent* – This rating includes those employees who exhibit competency in the work behaviors, skills, and assignments for the job as well as those employees who are successfully developing in the job. These employees are meeting all the expectations, standards, requirements and objectives on their performance plan and on occasion, may exceed them. This is the employee who reliably performs the job assigned.
- ❖ *Exceeds Expectations* – This rating level encompasses the accomplished performers who consistently exhibit the desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives of the job assigned. Their work has a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.
- ❖ *Meritorious* - This rating level represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Mid-Year Progress Review

A mid-year progress review will be held by October 15th, during which the employee and supervisor discuss the employee's progress to-date and, if necessary, make adjustments to the performance plan. It is advised that more than one progress review be held before the final evaluation in March. Coaching and feedback between the supervisor and the employee is required. The employee's performance during the first half of the year will be rated at this time and an overall mid-year performance rating will be given as an indication of the employee's progress to-date.

The mid-year progress review must also be reviewed and approved by the appropriate Vice President or Dean. The mid-year progress review is not final until it is approved by the Vice President or Dean. The mid-year reviews should be routed through the Human Resources Office for tracking purposes. HR will forward mid-year reviews to the appropriate Vice President or Dean for review and approval. The Vice President or Dean will return the plans to the Human Resources Office who will then return them to the appropriate supervisor. A copy of the mid-year review must be retained by the supervisor and the employee.

Self Evaluation

The employee will submit an annual self-assessment by February 15th. This self-assessment will reflect the employee's view of their activities, goals, and objectives that went as expected, exceeded expectations, or fell below expectations, and how he/she contributed to the

achievement of departmental and institutional goals. This self-evaluation will be used during the final performance appraisal with the supervisor. Copies of the self-evaluations should be routed through the Human Resources Office for tracking purposes. HR will then forward the self evaluations to the appropriate supervisors. A copy of the self evaluation must be retained by the supervisor and the employee.

Performance Appraisal

The supervisor and the employee will complete the final performance evaluation together. The appraisal will consider aspects of performance that has been identified as important to the employee's effectiveness and contributions to the achievement of departmental and institutional objectives and goals. Input to this evaluation may include, but is not limited to, the employee's work plan, the employee's self-evaluation, and feedback from external sources (internal and external customers). Employees must be given the opportunity to provide input on their performance evaluation before it is turned in to the Human Resources Office/Vice President or Dean for final review.

A final performance rating of unsatisfactory must result in a corrective action and a reasonable amount of time must be given to improve. A performance improvement plan or a corrective action may be given at any time during the course of the evaluation cycle if the overall performance or any aspect of the performance is at a needs improvement level. A performance improvement plan is not a corrective action. If performance is still unsatisfactory at the time of reevaluation under a performance improvement plan, a corrective action shall be given. If performance is still unsatisfactory at the time of reevaluation under a corrective action, disciplinary action may be taken.

Teamwork can be measured as a component of an individual's performance plan and performance salary adjustment proportioned accordingly.

Employees with two separate supervisors but the same job classification will have evaluation forms filled out by both supervisors and the supervisors will collaborate to decide on the final ratings. Employees with two separate supervisors and separate job classifications will have evaluation forms filled out by both supervisors and the supervisors will each decide on the final rating independently.

The employee's current department as of July 1 is responsible for payment of the performance salary adjustment.

Employees hired in to the state personnel system during the performance cycle shall receive the performance salary adjustment percentage specified for the level of performance attained.

All performance evaluations will be reviewed and approved by the appropriate Vice President or Dean prior to presenting the finalized evaluation to the employee for signature and comments. The Vice President or Dean is responsible for ensuring fairness, equality, and parity across evaluations.

Performance evaluations are qualitative and conforms to one of the four ratings of Needs Improvement, Fully Competent, Exceeds Expectations, or Meritorious.

PERFORMANCE SALARY ADJUSTMENTS

The College President will make pay decisions based on the final ratings, within the program boundaries.

Permanent employees who are rated as at least Fully Competent and who are below pay range maximum may share in some manner in performance salary adjustment. Employees at or above the range maximum and have a final rating of Meritorious, are only eligible for non-base building performance salary adjustments. Temporary employees and employees that are rated as Needs Improvement are not eligible for performance salary adjustments.

The five uniform core competencies are:

- ❖ *Communication* – the employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s), students, and colleagues so as to anticipate problems and ensure the effectiveness of CNCC.
- ❖ *Interpersonal Skills* – the employee develops and maintains effective relationships, gains confidence and trust, considers and responds tactfully to the needs of others, takes personal responsibility for own words and actions, respects the opinions of others, and is helpful and supportive as necessary, contributes to maintaining a high level of moral and motivation.
- ❖ *Customer Service* – the employee treats internal/external colleagues and students with dignity and respect; responds to and addresses the needs of students appropriately and in a timely manner.
- ❖ *Accountability* – the employee demonstrates responsible, personal, and professional conduct, which contributes to the overall goals and objectives of CNCC; reacts to tasks and changes with a “can-do” attitude; takes initiative to improve professional growth and development to improve the functioning of the College; has a strong work ethic that relates to accomplishing the Colleges’ mission.
- ❖ *Job Knowledge* – the employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

Prior to the payment of annual performance salary adjustments, the State Personnel Director shall specify and publish the percentage ratings for performance levels based on available statewide performance pay funding. At the end of the performance cycle, President’s Cabinet will determine, within these parameters, the performance salary adjustment percentages for each performance level based on the budget and the distribution of ratings among the performance levels. The value of the performance salary adjustments at each level of performance will be determined after all ratings are complete but before payments begin in July.

Base building performance salary adjustments shall be paid as a part of monthly base salary effective July 1 and calculated after salary survey adjustments are made.

Non-base building performance salary adjustments are paid in a one-time lump sum on the first available payroll in July (normally July 31). Employees must still be employed on July 1, the

date that non-base-building performance salary adjustments are awarded, to receive performance salary adjustments.

Base building performance salary adjustments cannot be granted that result in a salary base greater than pay range grade maximum. Up until an employee reaches grade maximum, the performance salary adjustments will be base-building.

PERFORMANCE SALARY ADJUSTMENT ELIGIBILITY

If the final overall evaluation is Fully Competent or Exceeds Expectation and base pay is below the grade maximum, the employee may receive a performance salary adjustment. The performance salary adjustment will be base building up to grade maximum. If base pay is at the grade maximum the performance salary adjustment cannot exceed the grade maximum.

If the final overall rating is Meretorius, the performance salary adjustment to base pay shall not exceed the grade maximum. Any portion of the performance salary adjustment amount that exceeds grade maximum shall be paid as a one time lump sum in the July payroll.

The employee is ineligible for a performance salary adjustment if the final overall evaluation is Needs Improvement.

If base pay is at grade maximum or in saved pay above the maximum, the employee is ineligible for a performance salary adjustment.

An employee granted an annual performance salary adjustment shall not be denied the adjustment because of a corrective or disciplinary action issued for an incident after the close of the previous performance cycle.

Base building performance salary adjustments are permanent and are paid as a regular salary.

Regardless of performance level, an employee cannot be granted a performance salary adjustment or combination of performance salary adjustments greater than the set performance salary adjustment maximum.

The President and Vice President will determine equitable allocation of funds among divisions and will oversee the quality of the performance pay program within their divisions.

The performance salary adjustment is based on the final over-all rating.

Quotas or forced distribution processes for determining the number of ratings in any of the performance levels are not permitted.

TIMING OF PERFORMANCE SALARY ADJUSTMENT PAYMENTS

Base-building performance salary adjustments will be spread evenly over the next fiscal year. Non-base-building performance salary adjustments will be paid on July 31 of each year. Non-base-building performance salary adjustments that are granted will be paid in full only if the employee is employed on July 1. Non-base-building performance salary adjustments must be re-earned annually.

In the event that Colorado Northwestern Community College decides to pay varying percentages, the College President will publish criteria used to determine the varying percentages. Source of funds, (e.g., cash or general), method of funding (e.g., appropriated or memorandum of understanding), and length of state service shall not be criteria.

DISPUTE RESOLUTION PROCESS

See CCCOES Dispute Resolution Plan (below).

TRAINING AND COMMUNICATION

All employees and supervisors will attend mandatory training sessions twice a year, no less than two (2) hours per session, to be trained on the various topics of performance. Topics will include but are not limited to: definition of core competencies; setting meaningful and measurable goals; the evaluation process; overall performance; and work plans and procedures. Training efforts have been coordinated with the Department of Personnel. Colorado Northwestern Community College will continue to provide training to both employees and supervisors to keep current on the program. Employees will be informed of the Performance Pay Program through meetings, training, and email communication.

PLAN EVALUATION:

This program will be evaluated annually and may be modified as deemed necessary. Modifications may be made due to changes in state guidelines and/or CCCOES guidelines. Recommendations from employees and/or supervisors using the program will be reviewed by the Colorado Northwestern Community College Performance Pay Committee.

Colorado Community College and Occupational Education System

Pay For Performance Dispute Resolution Process

Revised January 1, 2005

GUIDELINES

1. Employees will be provided the opportunity to have disputes regarding pay resolved in a timely manner through an objective and impartial review process designed to preserve the working relationship.
2. The process will be expedient and should conclude within 30 business days. However, by mutual agreement of the involved parties, the timeline can be extended.
3. Issues that are disputable will include:
 - The individual performance plan (**must dispute within three (3) business days of conclusion of the planning phase**) or lack thereof.
 - The individual performance evaluation
 - Non-compliance with a college's plan
 - Non-payment of a performance salary adjustment
4. Issues that are NOT disputable:
 - The amount of the performance salary adjustment
 - The breakdown of the performance salary adjustment, including whether it is base/non-base building or the split between the two
 - Performance evaluations or performance salary adjustments of other employees
 - The distribution model
 - The college's plan
5. Only issues originally presented in writing shall be considered throughout the review process.
6. No party has an absolute right to legal representation, but may have an advisor present. The parties are expected to represent and speak for themselves. (P-8-13)

INFORMAL

- ❖ Every effort shall be made by the parties to resolve the issue at the lowest possible level in a timely manner. Informal resolution before initiating the dispute resolution process is strongly encouraged.
- ❖ The employee is required to discuss the dispute with the supervisor within three (3) business days of a disputable action.
- ❖ If, following the initial meeting with the supervisor, the employee believes the dispute has not been resolved, the employee must contact the Human Resource Office to obtain a Dispute Resolution Form. The employee must complete the form stating the reason for the dispute and submit it to the Human Resource Office within five (5) business days of the

meeting with the supervisor. Human Resources will determine if the issue is disputable. (See #3 and #4 above.) If the issue is not disputable, Human Resources will notify the employee.

- ❖ If the issue is disputable, Human Resources will provide a copy of the Dispute Resolution Form to both the immediate supervisor and the second-level supervisor.
- ❖ Within five (5) business days of the receipt of the Dispute Resolution Form, Human Resources, or other resource available to the College/System (State Mediation Services, Internal or Other Qualified Personnel), will facilitate a mediation meeting with the Employee, Supervisor, and Second-Level Supervisor. The mediator will attempt to assist the parties in reaching a mutually satisfactory resolution to the issues in dispute.
- ❖ If a resolution is not reached, the employee has the option to request a review through the formal process.

FORMAL

Panel Review

- ❖ The employee must submit, in writing, a request for the panel review within five (5) business days of the final conclusion of the informal process.
- ❖ The Human Resource Office will convene a panel within five (5) business days of the receipt of a request for a panel review. A panel of three (3) peers, to include two (2) Classified employees and one (1) Exempt employee, will review the documentation and forward a written recommendation.
- ❖ Each College/System will develop a method for choosing and convening the peer panel.
- ❖ The scope of authority of those individuals making final decisions throughout the pay for performance dispute resolution process is limited to reviewing the facts surrounding the current action, within the limits of the College's performance management plan. These individuals shall not substitute their judgement for that of the rater(s). Further, these individuals shall not render a decision that would alter an agency's performance management plan. (P-8-18)
- ❖ The College/System President, or selected designee, will consider the recommendation of the panel and render a final, written decision within five (5) business days.
- ❖ The College/System President will have the authority to instruct a rater(s) to:
 - ❖ Follow an College's performance management plan;
 - ❖ Correct an error;
 - ❖ Reconsider an individual performance evaluation or plan, or;
 - ❖ Suggest other appropriate processes.

External Review

- ❖ Following the conclusion of the internal review process, an employee will be given written notice that they may submit a written request for review to:

State Personnel Director
Attention: Appeals Processing
1313 Sherman, Room 122
Denver, CO 80203

This only applies to those disputes considering application of the College's program as is related to the individual employee's performance plan or final evaluation or full payment of the performance salary adjustment.

- ❖ The request for review must be made within five (5) business days of the employee's receipt of the College's final decision and must include a copy of original issues and the final decision.
- ❖ For an issue being received at the external state, these individuals shall not substitute their judgment for that of the rater, reviewer, or the College's dispute resolution decision maker at the internal dispute stage.

DEFINITIONS OF PERFORMANCE LEVELS

Meritorious – (Distinguished, Exceptional, Outstanding) This rating represents consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

- ❖ Displays an exceptional ability to adapt to change
- ❖ Significantly exceeds the qualitative and quantitative standards
- ❖ Displays a complete mastery of all phases of a job
- ❖ Exceptional and extraordinary attainment exceeds the highest standard of performance in all key result areas
- ❖ Consistently displays a positive attitude toward others
- ❖ Performance is clearly distinguished and the very best that can be attained
- ❖ Effectively interfaces with co-workers in own and other groups
- ❖ Contribution and achievement consistently and significantly exceeds the requirement
- ❖ Has highly developed and effective interpersonal skills
- ❖ Assignments are accomplished in an exceptional manner with minimal direction
- ❖ Contributions are visible, measurable, and acknowledged by supervisors as well as peers/colleagues
- ❖ Demonstrates exceptional skills required to perform the job
- ❖ Displays ability to analyze facts and circumstances
- ❖ Shows excellent problem-solving ability

Exceeds Expectations – (Commendable, Excellent, Superior) This rating level encompasses the accomplished performers who consistently exhibit the desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives of the job assigned. Their work has a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

- ❖ Adapts to change easily
- ❖ Performance goes beyond the reasonable position requirements and exceeds normally expected results
- ❖ Demonstrates a high degree of initiative and depth of knowledge
- ❖ Consistently demonstrates significant and lasting achievements that meaningfully impact the organization
- ❖ Works effectively as a part of a team, contributing to overall group performance
- ❖ Assignments are accomplished in a highly effective manner with only general guidance and direction
- ❖ Displays effective interpersonal skills
- ❖ Has mastery of the skills required to perform the job

Fully Competent – (Meets Expectation, Good, Satisfactory). This rating level encompasses a range of expected performance. It includes those employees who exhibit competency in the work behaviors, skills, and assignments for the job as well as those employees who are successfully developing in the job. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, may exceed them. This is the employee who reliably performs the job assigned.

- ❖ Meets required standards and expectations
- ❖ Performance fully satisfies the requirement of the job
- ❖ Is capable and qualified; delivers competent performance in a satisfactory and professional manner
- ❖ Consistently meets expected results criteria for quality and quantity of work
- ❖ Assignments are accomplished effectively with a normal amount of direction
- ❖ Demonstrates competent skills required to perform the job
- ❖ Displays a positive attitude toward others
- ❖ Displays an ability to adapt to change
- ❖ Interpersonal skills meet expected norms

Needs Improvement – (Provisional, Marginal, Below Expectations, Unacceptable, Unsatisfactory) This rating level encompasses those employees whose performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations.

- ❖ Performance is inconsistent and falls short of what is expected
- ❖ Fails to meet standards and job expectations
- ❖ Is ineffective in group activities
- ❖ Does not adapt easily to change
- ❖ A need for further improvement is clearly recognized, identified, and must occur immediately
- ❖ Requires more than normal amount of coaching, guidance, and direction
- ❖ Managerial/technical/professional skills are of some detriment to performance
- ❖ Interpersonal skills need improvement; does not work well with others

**Pay for performance based on this evaluation may or may not occur depending on state legislation.*

¹CRS 24-50-118 (3)(a) states “A supervisor, which for purposes of this section shall include exempt supervisors of classified employees, who does not evaluate his or her subordinate employees, as provided in this section, on at least an annual basis shall be suspended from work without pay for a period of not less than one work week.”



Performance Work Plan and Evaluation Form

Employee Name	Social Security Number	Department
Employee Job Title	Evaluation Period From: _____ To: _____	
Supervisor Name	Reason for Evaluation <input type="checkbox"/> Annual <input type="checkbox"/> Other (Please Specify) _____	

The performance planning and evaluation system for CNCC classified and administrative employees is a communication tool for the employee and supervisor. It is designed to promote better understanding between supervisors and employees about job responsibilities and performance expectations. It is also designed to reward excellence in job performance and directly linking job performance to pay. (*Pay for performance based on this evaluation may or may not occur depending on state legislation.*)

EVALUATION PROCESS

Planning Phase

Prior to the beginning of the evaluation period, April 1, the supervisor and employee meet to discuss and/or establish the core work competencies, major job responsibilities, and goals and the importance of each to the overall evaluation. For new employees, the Performance Plan must be completed within 30 days of date of hire. All employees shall be evaluated using the five core work competencies: Communication, Interpersonal Skills, Customer Service, Accountability, and Job Knowledge; additional factors may be added. The supervisor and employee shall list up to 5 major job duties and shall also list up to 5 individual, department and/or college goals on which the employee shall be evaluated. The supervisor shall complete the "Supervisor Planning Comments" section, obtain approval from the appropriate Vice President, and provide a copy for the employee. If the employee disagrees with the Performance Plan, he/she shall explain the disagreement in the "Employee Comments" section. All phases of the evaluation process must be reviewed and approved by the appropriate Vice President before they are finalized. Each completed phase of the process should be routed through the Human Resources office for tracking purposes.

Progress Review Phase

By October 15th or as often as deemed necessary by either party, the supervisor and employee shall meet to discuss the employee's performance and to decide if the performance plan needs to be revised. The supervisor and employee shall discuss the accomplishments of the established job responsibilities and goals. The supervisor shall also complete the "Progress Review" section and complete a mid-year evaluation with the employee, obtain approval from the appropriate Vice President, and provide a copy of the mid-year evaluation for the employee. If the employee disagrees with the progress review, he/she shall explain the disagreement in the "Employee Comments" section.

Year-End Evaluation

By the end of the evaluation period, March 31, the supervisor and employee meet to discuss overall performance ratings. They work together to complete the "Supervisor Overall Justification for the Rating" section. The supervisor and appropriate Vice President shall sign the performance evaluation form prior to final review with the employee. If any of the core work competencies, job duties, or goals are rated "Needs Improvement" or "Meritorious" the supervisor shall explain the reason for the rating in the comments section for that individual factor. If the employee is given an overall "Needs Improvement" rating, a Performance Improvement Plan shall be completed. If the employee disagrees with the year-end evaluation rating, he/she shall explain the disagreement in the "Employee Comments" section (*Refer to dispute resolution plan*).

Supervisors shall evaluate each core work competency, job duty, and goal using the following rating levels:

Needs Improvement:

Performance does not consistently and independently meet expectations set forth in the performance plan as well as those employees whose performance is clearly unsatisfactory and consistently fails to meet requirements and expectations. Marginal performance requires substantial monitoring to achieve consistent completion of work, and requires more constant close supervision. Though these employees do not meet expectations, they may be progressing satisfactorily toward a Fully Competent level rating and need to demonstrate improvement in order to satisfy the core expectations of the position.

Fully Competent:

This rating includes those employees who exhibit competency in the work behaviors, skills, and assignments for the job as well as those employees who are successfully developing in the job. These employees are meeting all the expectations, standards, requirements, and objectives on their performance plan and, on occasion, may exceed them. This is the employee who reliably performs the job assigned.

Exceptional - Consists of the following two levels of ratings:

Exceeds Expectations – this rating level encompasses the accomplished performers who consistently exhibit the desired competencies effectively and independently while frequently exceeding expectations, standards, requirements, and objectives of the job assigned. Their work has a documented impact beyond the regular assignments and performance objectives that directly supports the mission of the organization.

Meritorious - this rating represent consistently exceptional and documented performance or consistently superior achievement beyond the regular assignment. Employees make exceptional contribution(s) that have a significant and positive impact on the performance of the unit or the organization and may materially advance the mission of the organization. The employee provides a model for excellence and helps others to do their jobs better. Peers, immediate supervision, higher-level management and others can readily recognize such a level of performance.

Directions: During the Planning Phase, review the following five **CORE WORK COMPETENCIES** with the employee you supervise. At year-end evaluation, rate each of the competencies by placing a check mark (✓) next to the rating levels of Needs Improvement, Fully Competent, Exceeds Expectations, or Meritorious. If one competency is more critical to the job assignment, please indicate so in the “Supervisor Planning Comments”. You may make comments in the spaces provided for each competency. You may also further define the definitions listed below or add definitions to this form. **Comments are required for “Needs Improvement” or “Meritorious” ratings.**

Factor: Communication – The employee effectively communicates by actively listening and sharing relevant information with co-workers, supervisor(s), students, and colleagues so as to anticipate problems and ensure the effectiveness of CNCC.

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Factor: Interpersonal Skills –The employee develops and maintains effective relationships, gains confidence and trust, considers and responds tactfully to the needs of others; takes personal responsibility for own words and actions, respects the opinions of others, and is helpful and supportive as necessary; contributes to maintaining a high level of morale and motivation.

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Factor: Customer Service – The employee treats internal/external colleagues and students with dignity and respect; responds to and addresses the needs of students appropriately and in a timely manner.

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Factor: Accountability – The employee demonstrates responsible personal and professional conduct, which contribute to the overall goals and objectives of CNCC; reacts to tasks and changes with a “can-do” attitude; takes initiative to improve professional growth and development to improve the functioning of the College; has a strong work ethic that relates to accomplishing the Colleges’ mission.

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Factor: Job Knowledge – The employee is skilled in job-specific knowledge which is necessary to provide the appropriate quantity and quality of work in a timely and efficient manner.

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Directions: The next area to be evaluated is **PERFORMANCE OF JOB DUTIES** (measurable objectives to meet goals). During the Planning Phase, please list up to 5 major job duties for which the employee is responsible. (*Refer to PDQ or job description*) At year-end evaluation, rate each job duty by placing a check mark (✓) next to the rating levels of Needs Improvement, Fully Competent, Exceeds Expectations, or Meritorious. In rating each job duty, consider the following: to what extent does employee demonstrate occupational/professional competence, maintain/update job knowledge, work cooperatively with others, meet schedules and deadlines, meet a level of quality and quantity for the assignment, take responsibility for decisions made, resolve day-to-day problems? If you wish to indicate more than 5 job duties, please attach a separate page. **Comments are required for “Needs Improvement” or “Meritorious” ratings.**

Major Job Duty #1:

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Major Job Duty #2:

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Major Job Duty #3:

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Major Job Duty #4:

☐ Needs Improvement

☐ Fully Competent

☐ Exceptional
Exceeds Expectations ☐ Meritorious

Major Job Duty #5:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Directions: The next area to be evaluated is the achievement of **GOALS**. During the Planning Phase, list up to 5 major goals for which the employee is responsible. (*Refer to PDQ or job description*) At year-end evaluation, rate each goal by placing a check mark (✓) next to the rating levels of Needs Improvement, Fully Competent, Exceeds Expectations, or Meritorious. In rating each goal, consider the following: to what extent does the employee meet individual, department, and/or college goals? If you wish to indicate more than 5 goals, please attach a separate page. **Comments are required for “Needs Improvement” or “Meritorious” ratings.**

Goal #1:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations <div style="display: inline-block; text-align: center; margin: 0 10px;"> <u>Exceptional</u> </div> <input type="checkbox"/> Meritorious	
Goal #2:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations <div style="display: inline-block; text-align: center; margin: 0 10px;"> <u>Exceptional</u> </div> <input type="checkbox"/> Meritorious	
Goal #3:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations <div style="display: inline-block; text-align: center; margin: 0 10px;"> <u>Exceptional</u> </div> <input type="checkbox"/> Meritorious	
Goal #4:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations <div style="display: inline-block; text-align: center; margin: 0 10px;"> <u>Exceptional</u> </div> <input type="checkbox"/> Meritorious	
Goal #5:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations <div style="display: inline-block; text-align: center; margin: 0 10px;"> <u>Exceptional</u> </div> <input type="checkbox"/> Meritorious	

Supervisor Work Plan Comments (Mandatory) by April 1:

Supervisory Evaluation Justification for the Rating (Mandatory). Please include employee strengths and areas for improvement:

Employee Signature Date Supervisor Signature Date

Vice President Signature Date Human Resources Signature Date

Supervisor Progress Review Comments (Mandatory) by October 15:☐ Needs Improvement☐ Fully Competent☐ Exceptional
Exceeds Expectations☐ Meritorious

Supervisory Evaluation Justification for the Rating (Mandatory). Please include employee strengths and areas for improvement:

Employee Signature Date Supervisor Signature Date

Vice President Signature Date Human Resources Signature Date

Supervisor Overall Evaluation Comments – Please check (✓) one box.☐ Needs Improvement☐ Fully Competent☐ Exceptional
Exceeds Expectations☐ Meritorious

Supervisory Overall Evaluation Justification for the Rating (Mandatory). Please include employee strengths and areas for improvement:

Employee Signature Date Supervisor Signature Date

Vice President Signature Date Human Resources Signature Date

Comments from Employee on Work Plan (Optional) *Initial after comment:***Comments from Employee on Progress Review (Optional) *Initial after comment:*****Comments from Employee on Overall Evaluation (Optional) *Initial after comment:***

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Mid-Year Evaluation – Due October 15

Factor: Communication – Effectively communicates, listens, shares information to anticipate problems and to ensure the effectiveness of CNCC.			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Factor: Interpersonal Skills –Maintains effective relationships, gains confidence and trust, considers and responds tactfully to the needs of others; takes personal responsibility for own words and actions, respects the opinions of others, contributes to maintaining a high level of morale and motivation.			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Factor: Customer Service – Treats others with dignity and respect; responds to others needs appropriately and in a timely manner.			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Factor: Accountability –responsible personal and professional conduct, reacts to tasks and changes with a “can-do” attitude; takes initiative to improve professional growth and development to improve the functioning of the College; has a strong work ethic that relates to accomplishing the Colleges’ mission.			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Factor: Job Knowledge – Job-specific knowledge to provide the appropriate quantity and quality of work in a timely and efficient manner.			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Major Job Duty #1:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Major Job Duty #2:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Major Job Duty #3:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Major Job Duty #4:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Major Job Duty #5:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Goal #1:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Goal #2:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Goal #3:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Goal #4:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Goal #5:			
<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Fully Competent	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meritorious

Colorado Northwestern Community College
Employees Self-Evaluation Form
Due February 15th

Employee Name _____

Supervisor Name _____

Department _____

Date _____

This self-assessment should reflect your view of your performance and how you contributed to the achievement of departmental and institutional goals. How well did you accomplish job duties, goals, and core work competencies?